

## Ed Tech Grant Program Proposal

### 1) Description of Need and Baseline Data

This grant will address the needs of two high schools: Cloverdale High School serves 462 students in grades nine through twelve in a rural setting. Our demographic information continues to address 41.3% SES population at the high school level and 47.1% district-wide in May 2007. Our focus, both as a district and at the high school, is to improve our scores in English/Language Arts –Reading and Comprehension so the tie into this particular grant is appropriate. Our partner school is Greencastle High School. They serve approximately 563 students in the 9-12 configuration. Both are in Putnam County and are located within 7 miles of each other. We share the same county seat, the same Area 30 Career Center and the same Old National Trail Special Service Cooperative, in addition to students who transition during the academic school year.

Currently, CHS English classrooms have access to labs some distance from their own rooms. Scheduling is an ongoing concern. Support for integrating technology in the classroom by a certified teacher does not exist. Teachers at GHS have a technology integrator for the district and have piloted the In Access Ed Tech equipment in-house. Their English Department and Curriculum Director collaborate and plan together with the technology integrator.

#### ISTEP % Passing English/Language Arts

	GenEd	SES	SpEd	GenEd	SES	SpEd
	<b>2005-06</b>			<b>2006-07</b>		
Grade 9 CHS	59% passing	62%	30%	64% passing	62%	27%
Grade 9 GHS	69% passing	52%	34%	72% passing	60%	14%
Grade 10 CHS	67% passing	78%	22%	67% passing	73%	26%
Grade 10 GHS	76% passing	54%	21%	66% passing	49%	30%

CHS Core 40 End of Course exams indicate approximately 50% passing in the English classrooms. Our NCA/PL221 School Improvement Plan recognizes the skill level deficit at the high school and has identified the areas of English Reading/Language Arts as the primary focus for improved student achievement. The initial plan, even prior to the In Access grant opportunity, was to model the technology integrator position used in the Greencastle school district. The CCSC Board of School Trustees gave their approval to the superintendent's recommendation for creation of this specific position at Cloverdale. The individual we are considering for this position has nineteen years experience in the district as a teacher, has a masters in curriculum and instruction with a computer endorsement with plans to acquire her administrator's licensure.

Curriculum alignment based on the Indiana Academic Standards is appropriate in both Cloverdale and Greencastle high schools. Both corporations will continue to survey teachers regarding the actual use of technology in English/Language Arts classrooms. Teachers are also required to do a professional growth analysis form at the end of the

academic year. End of year data is acquired through Collaboration and Creation Time (CCT) subjective reporting. Greencastle is two years ahead of Cloverdale in that process and is actually implementing a variety of technology integration strategies effectively at the current time. We have specific plans in place to coordinate professional development by using the same curriculum consultant that Greencastle uses for the entire 27-month period. Dr. Freeman has provided effective leadership for this district for the two years that this integration plan has been utilized at Greencastle.

## **2) Goals and Objectives**

The Cloverdale PL221 Plan and district goals align to improving English/Language Arts and Reading. Our local technology plan will be revised to recognize the new position of technology integrator and the ongoing financial technology concerns. Our district Capital Projects Plan will also address additional plans to coordinate local spending to support classroom technology and maintenance needs.

Measurable, attainable educational goals directly support the needs of students. The Cloverdale Community Schools' educational goals address student achievement needs through our local technology plan and our district's PL221 priority. Our primary goal is to improve our students' critical reading skills, but related skills such as writing, oral presentation and test taking will also be addressed. All of our goals are attainable because our English department already understands the needs of our students and has lessons in place to address these needs. At the present time, our use of technology is limited because we must share computer labs and presentation rooms with all other departments. If each language arts classroom could use technology as needed to implement and enhance lessons, we would be able to achieve our goals. Partnering with another local school corporation, Greencastle Community Schools, will certainly help us move forward more seamlessly. They have already started to address student needs by utilizing technology in the classroom on a one-to-one basis. Our plan includes full coordination and collaboration with Greencastle to ensure combined and continued success.

Our project objectives and related activities are linked to English/Language Arts Indiana State Academic Standards to improve student learning in four major areas.

### **Writing**

- Students will have access to word processors so that they can complete multiple drafts of writing assignments using the tools provided to improve their final drafts.
- Students will be able to share electronic writing drafts for peer editing and cooperative learning projects.
- Students will be able to use the Internet, Grolier On-line, Inspire, and others to complete research projects. By having access in the classroom, teachers will be able to address research skills in small bites and reinforce these skills with practice and repetition.
- Students will be exposed to more and better examples of technical writing, a weakness in most textbooks. By using electronic sources, students will have an

opportunity to investigate personal interests, which will make the learning experience more relevant to individual students.

- Students will be able to explore a variety of publishing techniques.

### **Reading**

- Students can set individual goals for improving their critical reading skills by accessing personal data provided by NWEA testing.
- Students can use on-line tutorials to address individual problem areas.
- Students can access current events to enhance classroom discussion of themes, symbols, and conflicts in literature making literature more relevant and meaningful
- Students will be able to access the wealth of electronic supplemental information such as historical or cultural relevance, vocabulary skills, and author biographies provided by textbook companies.
- Students will be able to make use of assistive technology components such as text-to-speech translation.

### **Speaking/Presentation**

- Students will be able to access visuals including paintings, cartoons, and photographs to illustrate the subject of their presentation.
- Students will be able to use video clips. For example, people in the 1920's dancing the Charleston, which words cannot describe. Also, time-elapsd films can be used to illustrate a process such as a funnel cloud forming and gaining strength.
- Students will be able to use sound bites and music to enhance presentations. For example, a presentation about the Civil Rights Movement could include an excerpt from the speech "I Have a Dream" using Martin Luther King's voice, as well as a chorus of "We Shall Overcome" sung by Joan Biaz.

### **Standardized Test Taking and Preparation**

- Students could take Core 40 and NWEA tests in the more familiar classroom setting.
- Students could access practice SAT sessions as often as time permitted. Regular short practice sessions over time prior to taking the test proves to be of more benefit to students than several hours of study the day before the test date.
- Students can also practice the skills measured on the ISTEP with the classroom teacher as an instructor and facilitator.

All of the Language Arts classrooms will be equipped with the same technology. All of our students take English for eight semesters; therefore, every student who attends Cloverdale High School will have access to the same educational opportunity. Being able to use technology to individualize instruction will allow the classroom teacher to provide more support to the students who need it most.

CCSC already uses Harmony student data software to provide parents with electronic access to teachers' lesson plans and to their student's grades. Our classrooms have telephones and the school's web page supplies a directory of phone extension numbers and email addresses. The school also has established a career resource center, which provides students, their families, and other community members with information, assistance, and instruction during the school day, in the evenings, and on weekends. Programs include SAT preparation, Spanish, GED classes, and various computer applications classes to name a few.

Traditionally, parents are more involved in school activities if their children are part of the program. When a student plays a part in the school play, the parents are more likely to be in the audience. Once our students are able to use technology comfortably, we could entice parents to open house and to parent teacher conferences by having our students present part of the program. All goals are attainable within the framework of this project based on our plan.

### **3) Methods and Activities**

Our activities are clearly defined. Complete descriptions of how the activities tie into the projects' educational goals are:

The project will integrate technology:

- Increase parental/community involvement by providing technology classes and training to assist students. They will also be able to participate in our Community Technology Fair.
- Ensure that all students and teachers are served by providing assistance with technology instruction, support, and collaboration time with fellow teachers.
- Implement innovative strategies including but not limited to, WebQuest, Digital Storytelling, Video Conferencing, and Virtual Field Trips.
- Alignment of Indiana State Standards English/Language Arts to Technology standards.

The project will integrate technology by providing technological literacy training for the teachers along with collaboration time within the district and with the partner school to focus on the vision, goals, and strategies delineated through the Professional Learning Communities work. Collaboration and Creation Time (CCT) will pair teachers with the technology integrator for technology integration to support the curriculum through lesson development. Parental involvement will be targeted with Family Literacy Nights as well as Community technology Fairs.

We will integrate technology into classrooms using Effective Schools Research-based instructional strategies, affective responsibility, relevant learning, authentic assessment and critical thinking strategies. The various strategies for achieving these project goals will include brain-based learning, multiple intelligence theories, learning styles, motivation styles for students, responsibility strategies for students, Bloom's Taxonomy – all centered around integrating technology *effectively* in the classroom.

#### 4) Professional Development

We will provide high quality, sustained professional development for teachers, administrators, and the school library media personnel to ensure and further the effective use of technology to increase student achievement. Our professional development will be collaborative, ongoing, sustainable, and research based.

Curriculum Consultant –Dr. Kirk Freeman –Greencastle & Cloverdale High Schools

Technology Integrators – Dawn Puckett GHS and Julie Gellert CHS

Principals – Jim Church GHS and Sonny Stoltz CHS

District Coordinator -- Stacey Schroer CHS

**Cloverdale High School English Teachers:** Sandra Phipps, Claire Hunter, Audrie Grimes, Amanda Mitchell, and Doug Wokoun

**Greencastle High School English Teachers:** Vicki Parker, Pat Gottschalk, Mike Schimpf, Mike Meyer and Beth Girton.

The two schools, Greencastle High School (partner) and Cloverdale High School (LEA) will work together to develop training and provide shared opportunities for targeted audience members from both schools. Partners instrumental in the delivery of the professional development are noted below. We are submitting detailed information on the chart provided (page 11 of 11.)

Target Audience	Facilitators	Activities
English Language Arts Teachers 1. Sandra Phipps 2. Audrie Grimes 3. Clarie Hunter 4. Amanda Mitchell 5. Doug Wokoun 6. Vickie Parker 7. Mike Meyer 8. Mike Schimpf 9. Beth Girton 10. Pat Gottschalk	Technology Integrators 1. Julie Gellert 2. Dawn Puckett  Curriculum Consultant 1. Dr. Kirk Freeman	1. Site Visits with partner schools 2. Technology Literacy Training sessions at the local and state levels 3. Collaboration Time for development of Professional Learning Communities 4. Conference/Workshop participation 5. Collaboration and Creation Time with individual teachers and technology integrator to develop lessons utilizing strategies selected 6. Collaboration with partner schools 7. Family Literacy Night 8. Community Technology Fair 9. Prof. Dev. Activities to
School Media Personnel 1. Jeremy Simpson 2. Margo Thomas		
Principals 1. Sonny Stoltz 2. Stacey Schroer 3. Jim Church		

		include: a. Brain-Based Learning b. Diff. Instr. c. Multiple Int. d. Learning Styles e. Stud. Motivation f. Responsibility g. Prof. Learning Communities h. Collaboration i. Data Analysis j. Curr. Alignment
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## 5) Formative and Summative Evaluation

Evaluation will be a clear plan that is presented to assess the impact of the project on students, faculty, and administrators using Core 40 End of Year assessments, ISTEP+ and GQE data, quarterly common authentic and appropriate assessments that are put in place by the staff with curriculum consultant facilitating and providing support for both schools. NWEA diagnostic tests will also be utilized three times during the academic year. Benchmarks and common assessments will provide specific and detailed reporting to allow evaluation of success both individually and collectively.

- Scores will improve at Cloverdale High School by 3%.
  - Scores will improve at Greencastle High School by 2%.
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- Core 40 End of Year Assessments
  - NWEA Diagnostic Assessments
  - Common Teacher Assessments
  - Surveys given pre and post
  - Summative and Formative test data will provide student achievement indicators
  - Year end review will allow opportunity for adjustments to program implementation and timelines in both districts

## 6) Partnership

Greencastle High School will work with us as the partner high school. Teams from each school have met on several occasions to discuss the plan for grant writing purposes and for the actual planning to implement the program more collaboratively to the benefit of both districts. We recognize the challenge and the opportunities and welcome the valuable benefit for students and staff in each district. Superintendents are involved and willing to work together as are the individual high school teams listed below.

Curriculum Consultant –Dr. Kirk Freeman –Greencastle and Cloverdale High Schools  
 District Coordinator -- Stacey Schroer CHS  
 Technology Integrators – Dawn Puckett GHS and Julie Gellert CHS  
 Principals – Jim Church GHS and Sonny Stoltz CHS  
Cloverdale High School English Teachers: Sandra Phipps, Claire Hunter, Audrie  
 Grimes, Amanda Mitchell, and Doug Wokoun  
Greencastle High School English Teachers: Vicki Parker, Pat Gottschalk, Mike Schimpf,  
 Mike Meyer and Beth Girton.

Greencastle is well into this project by utilizing technology in the following manner:

- Increase parental/community involvement by providing technology classes and training to assist students. They will also be able to participate in our Community Technology Fair.
- Ensure that all students and teachers are served by providing assistance with technology instruction, support, and collaboration time with fellow teachers.
- Implement innovative strategies including but not limited to, WebQuest, Digital Storytelling, Video Conferencing, and Virtual Field Trips.

Alignment of Indiana State Standards English/Language Arts to Technology standards  
 Greencastle High School has been involved in the pilot InAccess program for two years and has recognized the value of a certified teacher in a position to assist teachers during the school day and beyond with their instructional and technology needs. We (CHS) have board approval to duplicate this position and have a positive and experienced teacher with appropriate licensure ready to move into the position immediately.

We will use the same Curriculum Consultant, Dr. Kirk Freeman, in both schools to develop common authentic assessments and review our English/Language Arts curriculum. The technology integrators will connect frequently during the summer prior to the beginning of school in an effort to prepare for the August 2007 academic year. Building administrators and technology directors will collaborate with all parties on an as needed basis. Email, peer visits and professional development opportunities will assure both teams develop camaraderie for doing their jobs well.

## **7) Projected Timeline:**

July 1, 2007	Equipment will be ordered immediately following grant approval
July 10, 2007	Curriculum alignment planning session with administration, technology integrators and teachers
July 26, 27, 2007	Two day in-service for integration strategies
August 13, 2007	Staff awareness during orientation
August 14, 2007	Survey usage of technology in classrooms
August 28, 2007	Consultant will meet with CHS administration to outline course of training

Projected Timeline Continued:

September 13, 2007	Peer visits to Greencastle classrooms
September 15, 2007	After-school meetings with Professional Learning Communities
September 23, 2007	Team Visit to Terre Haute North
September 29, 2007	Team Visit to East Sullivan
October 2, 2007	Literacy training – collaborative with GHS
October 15, 2007	State Training (TBA)
November 6, 2007	PLC – Curriculum Alignment, and Support Classroom Instruction and strategies aligned to state standards
December 12, 2007	Hardware and software installed and ready for classroom use Continued collaboration between CHS and GHS
January 6, 2007 <sup>8</sup> TBA	Ongoing curriculum assistance/support for project-based learning Target date for classroom access to technology Indiana Computer Educators (ICE) Technology and Literacy Teaching Students w/Learning Difficulties
February 13, 2007 <sup>#</sup>	Technology Integrators continue Collaboration and Creation Time (CCT) for English/LA Departments
February 15, 2007	Curriculum Consultant continues to work with administration and English Department
March 5, 2007	Partnership collaboration/CCT is ongoing
April 8, 2007	Technology Parent Fair – Resource and Career Center
April 22, 2007	NWEA Testing
May 2007	Core 40 On-line End-of-Year Assessments
May 2007	Conduct Follow-up Survey with teachers NCREL On-line
June 2007	Summer Training and Retreat
July 2007	Curriculum – Review and Re-evaluate using collaborative teams from each school
August 2007	Complete timeline for second year



## **8) Budget -Technology Portion** (Vision, Collaboration and Implementation)

Cloverdale and Greencastle Technology Coordinators will collaborate throughout the entire design, purchase, installation, and integration of technology into the hands of the Language/Arts teachers and students covering the 9<sup>th</sup> through 12<sup>th</sup> grade levels of both Cloverdale High School and Greencastle High School.

Greencastle implemented two classrooms of the Language/Arts IN Access 1:1 initiative during the 2006-2007 school year. Over the past four years, Greencastle has integrated technology into the classrooms including: streaming video, ceiling-mounted projectors linked to teacher stations, SmartBoards, Linux-based PCs for student usage as an extension of the pencil, Internet access within each PC, media center online search databases, online encyclopedias, online book checkout, online testing, online parent/student viewable access to attendance, grades, and class lesson plans. Because of these experiences and successes, Cloverdale is positioned to gain valuable insight, assistance, guidance and collaboration with Greencastle. Greencastle will gain twofold; not only in the collaboration effort with Cloverdale, but also expanding the successful 1:1 initiative to cover all Language/Arts classes.

Budget information & requests by school are attached.